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canism, and representation takes the place of direct legislation. But here in California we have developed the initiative and referendum, and I would have the private academic citizen clothed with similar power to initiate new policies and to delay or annul legislation that has been made by his representatives. There are many professors who have a distaste for all faculty politics, who loathe administrative duties, who shun faculty meetings, and who long to give themselves wholly to study and teaching. Such men desire to place the government of the university in the hands of colleagues who possess their confidence, yet they feel that there should always be the latent power of intervention. They hope that the necessity for such action may not happen and that their scholarly peace may be unbroken; but the possibility of such intervention may well be a curb on the acts of legislators and administrators.

"Whatever the original meaning of the word university may have been, it is now a whole made up of parts: 'The task of every university is unity in diversity, freedom for all and wise oversight and control by all, efficiency in administration, wisdom in legislation, democracy in opportunity, and temperance in action. Whatever ability the younger members may possess in advancing the corporate interest ought to be developed and used; nor should the older men with their weight of experience be rejected from counsel, nor the administrative officers with their superior knowledge of the actual condition of things be disregarded. Any scheme of university government that fails to profit by adequate employment of all these factors is fundamentally unstable and will inevitably prove unsatisfactory.'"—*W. A. Merrill, University of California Chronicle.*

EXTRACTS FROM INAUGURAL ADDRESS OF L. D. COFFMAN—
AS PRESIDENT OF THE UNIVERSITY OF MINNESOTA.—

"A university is a community of scholars; it breathes the spirit of the social order; it is constantly engaged in an attempt to understand the meaning of the age; it inculcates the craft spirit of the profession; it molds character. Every member of a university is a locus of influence. The individual professor still has limitless opportunities to make an impression upon his students. He must play his part; he must accept and express in his daily

life the sacred obligation of his profession if the university in every respect would serve its true purpose. He must assist by every act in building that subtle, pervasive and irresistible force which can best be described by the term 'the institutionality of the university.' Its constituent elements are the attitudes, the standards, the ideals and the traditions of the institution.

"A university is not an aggregation of individuals merely; it has its social mind, to which every individual contributes. The social mind of a university is not lifeless and inert; it is a powerful dynamic touching the life of faculty and student at every turn. Every stimulus that beats in upon the consciousness of an individual, influences him for good or ill. Consequently, none but the best influences should prevail in a university. The development of a genuinely wholesome institutionality through the personnel of a high-minded faculty, and the associated life of students, faculty in class rooms, libraries, laboratories, commons, union buildings, auditoriums, stadiums, is the supremely important problem of a modern university. The primary factor of institutionality in a university is studentship, but a university is no longer a school merely. It is a republic of minds, dedicated to the dispassionate consideration of the problems of life, and dominated by a wholesome philosophy of helpfulness and mutual good faith. Just as the largest achievement of an individual is himself, so the largest achievement of a university is itself. It makes its own soul—a soul that resides in the best thoughts, the best feelings, and the best conduct of every one connected with it, and in the attitude of the community in which it is located toward it. . . .

"Universities need to make a rigorous study of the materials of education. Nothing would pay larger dividends than for faculties to become students, both of the art of the teaching and of the materials of instruction. University teachers in America are more interested in discussing administrative devices, ways of securing recognition in the administration of their institutions, and the rules and politics of educational organizations, than they are in becoming better class-room workers.

"When credits and hours and wages and recognition are the main themes of a body of teachers, we may be certain that their idealism has been colored and tintured by the industrialism of

the times, rather than by the professionalism of their calling. Just as many teachers are disposed to emphasize questions and problems that lie at the periphery of their realms, so many students think in terms of credits, hours', semesters', and years' work, and the result is that thoroughness of scholarship is in danger of being neglected.

"A university does not engage in propaganda, but its very atmosphere breathes of the spirit of helpfulness and of interest in the problems of men everywhere. Its graduates should live in a republic of minds that is not limited by time nor geographical boundaries. If this concept seems ideal it is none the less important for that reason. When a university ceases to be saturated with high-minded cosmopolitanism, a spirit of mutual helpfulness, and a desire to know and to understand the problems of the world, it will cease to be a university. When it gathers under its cloak a spurious cosmopolitanism whose insidious intent is destruction, it becomes a menace to social welfare. This great aim, this fundamental purpose of a true university we must constantly proclaim from the housetops, that we do not lose sight of it."

PUBLIC SERVICE OF THE UNIVERSITY OF VIRGINIA.—"In this first century of its existence the university has trained 22,600 men. Founded by a President of the United States, sponsored by two others and the alma mater of a fourth, it has had an unusual influence in directing men to public leadership. To its credit are 9 ambassadors and ministers, 2 justices of the United States Supreme Court, 34 Senators, 130 Members of the House of Representatives, 23 governors, 18 bishops, and 38 presidents of colleges. The whole country is indebted to it for a number of distinguished services to higher education, such as: (1) The recognition of real university standards of instruction and scholarship; (2) the absolute repression of the class system and the substitution of merit for seniority in the award of degrees; (3) the first complete introduction of the elective system; (4) the establishment of distinct 'schools,' in which great subjects were grouped—for example, ancient languages, modern languages, mathematics, law, and politics—each school having its autonomy and its own standard of graduation; (5) the institution of con-